

WEEK 19: 9TH-13TH FEBRUARY 2026



CARDREW COURT SCHOOL NEWSLETTER

HAPPY HALF TERM

We look forward
to seeing you
again from
Monday 23rd Feb



Spring 2 Events

24 Feb **Year 11 Parents TEAMS; Exams focus**

2 March **Open classroom event**

5 March **World Book Day**

9 March **Parent Connect Coffee Morning**

24 March **Careers Fair / Parents Evening**

25 March **Parent and Child Chocolate workshop**

contact office@cardrewcourt.org if you would like more information



CARDREW COURT SCHOOL NEWSLETTER

Voices of children, young people and their parents / carers

Cornwall Council have asked schools to share the following inclusion survey

<https://letstalk.cornwall.gov.uk/embeds/projects/43142/survey-tools/54819>

Voices of children, young people and their parents/carers are fundamental to the development of a successful Inclusion Charter for Cornwall & IoS. Using the notes and minutes taken at Inclusive Charter meeting on Thursday 29th January, a set of questions has been developed to help us to collectively build a greater understanding of what is important to parents and carers in terms of their own inclusion but also with that of their child(ren).

Young People Cornwall (YPC) and Safer Internet Day

This week, Chris from YPC held a learner discussion group on Artificial Intelligence and what it means to young people now and possibly for their futures. Our learners who joined Chris shared insightful comments and thoughts around the use of AI in everyday life and also considered the impact of this on the environment. This linked to 'Safer Internet Day' where the theme of 'Smart Tech, safe choices' has been explored nationally this week. More information can be found on this here:

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2026>

Reminders

Open classroom afternoon, Monday 2nd March 3.30pm- 4.30pm. The event will be an opportunity for you to visit your child's classroom, view their books and chat to staff in an informal setting. Drinks and snacks will also be available.

Snacks

Whilst we can provide a range of healthy snacks for learners, these are mainly for sensory feedback (crunch, soft, cold, hard etc.)

As we do not have a catering kitchen and do not offer meals we are unable to provide food for learners unless they are FSM (Free school meals) Please can your child be reminded or supported to bring in adequate snacks and food for the whole school day.



Food Technology



This week, our learners have been busy in the kitchen celebrating Chinese New Year through a variety of delicious dishes 🥗

Gorse learners made a sizzling stir fry, practising safe chopping and cooking skills 👁️

Verbena learners prepared a tasty beef stir fry, focusing on flavour and teamwork 🍝

Clover learners made pancake rolls, enjoying preparing and rolling their fillings 🥞

Heather & Moss learners created Chinese dumplings, carefully shaping and cooking them 🥟

Fern learners continued developing their Level 2 Home Cooking Skills, building confidence and independence 👩🍳👨🍳

It has been wonderful to see the learners so engaged and proud of what they have made this week.





Next week learners will be making:

Recipe of the week!

| Week Commencing 23rd February | |
|-------------------------------|-----------------------------|
| Gorse | Bread Rolls |
| Verbena | Macaroni Cheese |
| Clover | Level 1 Home Cooking Skills |
| Heather & Moss | Wild Rice Salad |
| Fern | Level 2 Home Cooking Skills |

Sweet and Sour Chicken with Noodles

Ingredients


For the chicken
 ½ small tin of pineapple chunks
 2 chicken breasts
 1 onion
 1 red and 1 green pepper
 1 tbsp cornflour
 4 spring onions

For the sauce
 1 tbsp cornflour
 300ml pineapple juice
 2 garlic cloves
 25g ginger
 1 tbsp dark soy sauce
 1 tbsp white wine vinegar
 2 tbsp soft light brown sugar
 3 tbsp tomato ketchup
 1 pinch dried chilli flakes
 100g egg noodles

Equipment:
 Chopping board
 Sharp knife
 Garlic crusher
 Grater
 2 Saucepans
 Wooden spoon

METHOD:

- 1 Rehydrate the egg noodles in a bowl covered with boiling water
- 2 To make the sauce, put the cornflour in a small bowl and stir in two tablespoons of the pineapple juice until smooth. Put the remaining pineapple juice in a separate bowl and stir in the garlic, ginger, soy, vinegar, sugar, ketchup and chilli flakes until thoroughly combined. Set aside.
- 3 Put the pineapple on a board and cut off the skin. Quarter lengthways and remove the tough central core. Cut the pineapple into thick slices and set aside. Cut each chicken breast into seven to nine even pieces (depending on size).
- 4 Heat the oil in a large non-stick frying pan or wok and stir-fry the onion and peppers for three minutes over a high heat. Coat the chicken in the cornflour and add to the pan. Stir-fry for four minutes until very lightly coloured on all sides.
- 5 Add the pineapple and sweet and sour sauce to the pan with the chicken and bring to a simmer over a medium heat. Cook for 4-5 minutes, stirring regularly until the chicken is cooked through and the pineapple is hot.
- 6 Stir in the cornflour and pineapple solution mixture and cook for 30-60 seconds until the sauce is thickened and glossy, turning the chicken and vegetables until nicely coated. Drain the noodles and stir into the sauce, serve and sprinkle with sliced spring onions and serve hot.



Adapt this recipe by:

- Change the chicken for chicken/beef or lamb!
- Serve with rice as a different accompaniment!
- Use brown pasta for more fibre and wholegrains!

Fern

Well done, Fern, for a fantastic end to the half term. We hope you all have a restful and enjoyable break, and we look forward to welcoming you back refreshed on the 23rd February, ready for the next half term!



In Science, learners thoroughly enjoyed a hands-on practical lesson where they had the opportunity to dissect kidneys. This engaging activity helped deepen their understanding of organ structure and function, and learners approached the practical with maturity, curiosity, and excellent focus.

Learners also showed great enthusiasm in their extra-curricular activities, taking part in Number Day last Friday. A special thank you to Briana, who introduced the group to a fun and challenging dice game called Perudo (or liar's dice), which everyone enjoyed learning and playing together.



This week was also Children's Mental Health Week, and learners explored the theme of belonging through a creative project titled "This Is My Place." They have been designing their own islands to represent a place where they feel safe and comfortable. Learners also took part in the CCS Pyjama Day, helping to raise awareness in a fun and meaningful way.

To celebrate Chinese New Year, learners enjoyed a delicious Chinese banquet kindly supplied by Nox, giving everyone the opportunity to experience and celebrate this important cultural event together.

Reminders for next Half Term:

- Year 11 Parents' Exams Information TEAMS Tuesday 24th Feb 4pm
- World Book Day – Thursday 5th March: Learners are encouraged to take part in celebrating reading by dressing up as a book character. More information will follow after half term.
- Year 11 Parents' Exams Information TEAMS Tuesday 2
- Year 11 Mock Exams Week – Beginning Monday 16th March



Clover Class



Weekly Highlights:



Clover learners enjoyed an exciting science lesson using microscopes to observe cell slides. They confidently investigated their own onion cell slides, showing great enthusiasm and curiosity throughout this hands-on learning experience. Thank you to Redruth School who loaned the Microscopes for us to use.

We also had the opportunity to visit Bodmin Jail and thoroughly enjoyed the experience. The visit was both educational and engaging, offering a fascinating look into Cornwall's history. The learners were particularly interested in following the stories of the inmates who were once held there.



MOSS CLASS HIGHLIGHTS



In Science we dissected kidneys. The learners have been looking at how our bodies get rid of waste to keep us healthy.



WE ARE SUPER PROUD OF OUR LEARNERS THIS HALF TERM AND WE HOPE YOU ALL HAVE A BRILLIANT AND REFRESHING BREAK FROM SCHOOL. WE ARE LOOKING FORWARD TO SEEING WHAT THE NEXT HALF TERM HAS IN STORE 😊



On Thursday, we had a pyjama day to raise money and spread awareness of Children's Mental Health Week. It was great to see learners and staff across the school looking cozy and full of smiles 😊 It really helped to boost the mood after a wet and dreary week.

LIVE DJ SET FROM
FIRST M8



FRIDAY 13TH 2PM
@ THE HALL



We are so unbelievably proud of our very own DJ, Seb for his AMAZING first set at Cardrew. The afternoon was thoroughly enjoyed by staff and learners. What a perfect way to start our half term break! 😊 Thank you First M8 - you are a superstar!

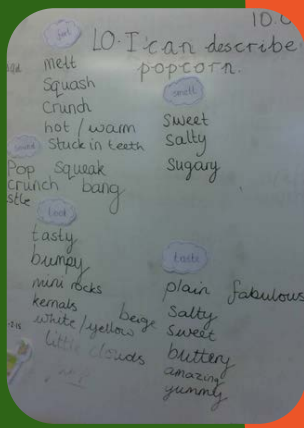




VERBENA CLASS HIGHLIGHTS



How would you describe popcorn? Our half term ended with a writing challenge where we had to describe this snack! It enabled us to recap and use the skills we had learned over this term such as interesting vocabulary and sentence openers.



- ### Sentence starters...
- Sight**
 - The popcorn looked like...
 - I could see tiny pieces of...
 - Each fluffy piece was shaped like...
 - Smell**
 - The smell reminded me of...
 - It had a warm, buttery scent that...
 - The air was filled with the aroma of...

As I opened the bag of popcorn I felt excited. The smell exploded in my face. As I took the popcorn out the bag it felt like a cloud, it was light and soft and rubbery in my hand. The smell reminded me of a salty ocean. When I took a bite the flavour was like a wave on my tastebuds. When I finished the bag of popcorn I felt sad that it was over.



To celebrate Chinese New Year we created spring rolls. There were a lot of skills involved to create these.

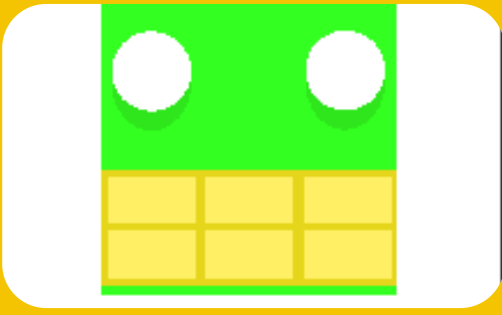


On Wednesday we visited Bodmin Jail. It was an exciting trip and we learnt a lot about the building and Cornish history.

Our learning on Vector Graphics was completed this week. Our final challenge was to create our own logos.



How many of these logos do you recognise?



Heather class

On behalf of the Heather team, a massive well done to each for you for upholding our school values and having an incredible term.



Reminders:

- Check Dojo- on the Sunday before we come back so you know what to bring for Outdoor Education.
- Log into Tassomai over the half term to keep growing your tree.
- World Book Day is coming up - Thurs 5th March
- Have a great half term!

Outdoor Education:

Unfortunately, the weather wasn't on our side on Monday however, learners enjoyed a trip to the Maritime Museum in Falmouth. Their current exhibition '*Surf!*' celebrates a century of surfing in Cornwall.

Art:

In Art this week, learners polished their final piece of work inspired by Tamara Phillips showcasing the theme: 'Underwater'.

Food Tech:

To celebrate Chinese new year, learners have been using their food tech lessons to explore the culture and flavours of their cuisine.

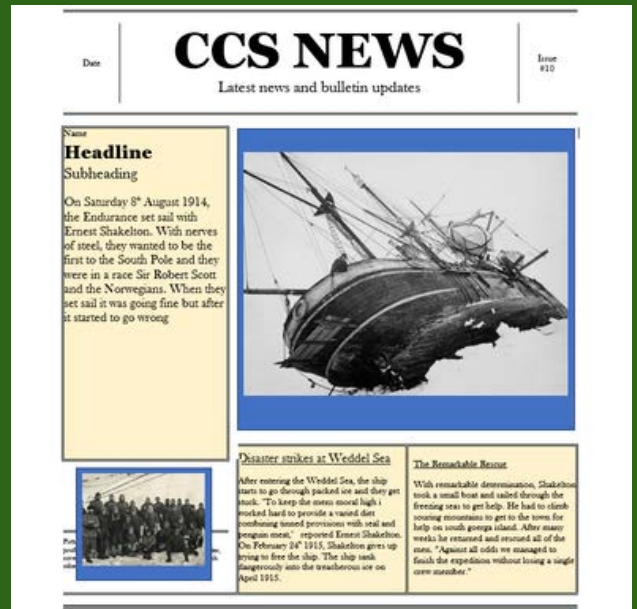
PSHE:

Each learner celebrated their uniqueness this week by creating their very own island. This island consists on what makes them who they are.

Gorse Class

We have enjoyed a thoughtful and engaging week of learning in Gorse Class.

In English, learners have completed their newspaper reports on Shackleton's Endurance expedition. They worked hard to include key journalistic features, sequence events accurately, and capture the drama of the Endurance journey in their writing.



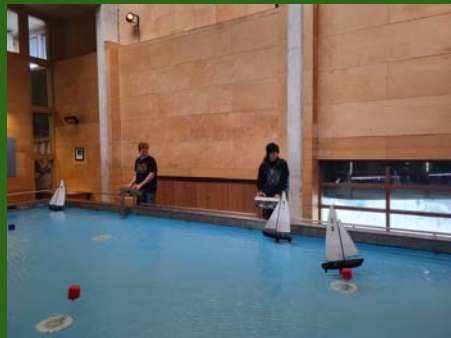
In Personal Development, learners completed their "using a bus" life skills challenge by travelling to Raze the Roof soft play and VR experience in Penryn. This experience helped build confidence, independence, and real-world travel skills in a practical, engaging way.

In Science, we continued to develop our working scientifically skills by investigating combustion. Learners explored how long a candle would burn inside sealed beakers of different sizes, helping them understand how oxygen levels affect combustion and how to conduct a fair test.



Wishing all learners and families a restful, fun, and well-deserved half-term break. Enjoy the time off, and we look forward to welcoming everyone back refreshed and ready for more learning!

OUTDOOR ED



WITH THE WEATHER STILL NOT PLAYING THE GAME, WE HAD TO TAKE COVER IN THE MARITIME MUSEUM AND BODMIN JAIL.

WE LOOKED AT HOW DRAFT AFFECTS THE SPEED OF A BOAT (THINNER IS FASTER BUT LESS STABLE), WHETHER THE GHOST OF MARY WILL COME OUT OF A MIRROR (APPARENTLY NOT), HOW DEEP THE CARRICK ROADS ARE (34M), AND HOW OLD THE YOUNGEST PERSON TO BE IMPRISONED IN BODMIN WAS (6YRS OLD)

HAPPY HALF TERM EVERYONE!





Article of the Week Children's Mental Health Week

2025 – 2027



Rights
Respecting
Schools

UNITED KINGDOM



Bronze
Rights Committed

What is Children's Mental Health week

Children's Mental Health Week takes place every February. It was started in 2015 to give a voice to all children and young people and to raise awareness of children and young people's mental health.

Are any of the
answers
surprise you?

Watch the video for
young people on the
same page.

Take this mental
health quiz

Parents
There is also a
'*start the
conversation*'
resource you may
find useful too.

Our mental health clearly links to Article 24 of the CRC but, if you think about it, many of the other rights that children and young people are entitled to, also contribute to good mental health. See how many connections you make to different rights in this week's activities.



RIGHTS
RESPECTING
SCHOOLS



UNITED KINGDOM

CARDREW COURT SCHOOL
WOW & IDIOM
WEEK 20 W/C 23RD FEB 2026

WORD OF THE WEEK

Bagatelle

noun

"a game in which small balls are hit and then allowed to roll down a sloping board on which there are holes, each numbered with the score achieved if a ball goes into it, with pins acting as obstructions".

"a thing regarded as too unimportant or easy to be worth much consideration".

"a short, light piece of music, especially one for the piano".

Synonyms

bar billiards
frillery
composition

IDIOM OF THE WEEK

Cut somebody some slack

"allow someone some leeway in their conduct"

Origin

"originates from nautical terminology, referring to the loose part (slack) of a rope or cable on a ship, needing to be loosened or "cut" to allow movement or easier handling during docking".

"She's new to the team, so let's cut her some slack when she makes a mistake".

"He's been working overtime all week; you need to cut him some slack".



COLLEAGUE OF THE WEEK: LYN

Staff vote weekly in our Colleague of the Week draw

Thank you for all you do at Cardrew Court School





National Autism Society Fundraiser



Sponsoring Emma M's bike cycle to raise money with a bake sale



Emma M will be completing a sponsored bike ride on the 27th of February on one of the exercise bikes all day to raise money for the National Autistic Society. Clover Class will be doing a sponsored bake sale. There will be a QR code for donations on the day.

Parents and carers are more than welcome to join us for the morning!

Friday 27th
February
9am-3.15pm



made by poppy and lorelei



What Parents & Educators Need to Know about GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

WHAT ARE THE RISKS?

MISINFORMATION AND ACCURACY



Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics. It's vital to teach children to critically assess all information, even when it comes from AI.

EXPOSURE TO INAPPROPRIATE CONTENT

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

REDUCED CRITICAL THINKING



Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

DIGITAL DEPENDENCY

Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep, and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

UNCLEAR ETHICAL BOUNDARIES

Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

Advice for Parents & Educators

ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.



ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.



PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.



ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.



Meet Our Expert

Brandan O'Keeffe, Deputy Headmaster and Director of Digital Strategy at Eaton House Schools, has extensive expertise in digital safety, safeguarding, and generative AI in education. As an author and speaker on digital literacy and online safety for institutions such as The National College, Brandan guides parents and educators in creating safe digital learning environments.



#WakeUpWednesday

The National College